APRIL 10, 1938 NUMBER 331

THE UNIVERSITY OF NORTH CAROLINA RECORD

CATALOGUE OF THE DIVISION OF TEACHER TRAINING OF THE COLLEGE OF ARTS AND SCIENCES 1937 - 1938

Announcements for the Session 1938-1939

THE UNIVERSITY OF NORTH CAROLINA PRESS
ISSUED 12 TIMES A YEAR AS FOLLOWS: 4 NUMBERS IN FEBRUARY, 3 NUMBERS IN MARCH, 3 NUMBERS IN APRIL, 1 NUMBER EACH IN JUNE AND OCTOBER.
ENTERED AS SECOND-CLASS MATTER AT THE POSTOFFICE AT
CHAPEL HILL, N. C.
UNDER THE ACT OF AUGUST 24, 1912

CALENDAR FOR 1938

JANUARY

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CALENDAR FOR 1939

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CATALOGUE OF EVENTS

Session, 1938-1939

1938

June 5-7	*Sunday through Tuesday.* Commencement Exercises.
June 13-July 23	Summer Session. First Term.
July 25-August 31	Summer Session. Second Term.
September 12-13	*Monday and Tuesday.* Examinations to remove condition grades.
September 14	*Wednesday.* Registration of Transferring Students for the fall quarter.
September 15	*Thursday.* Registration (all except Transferring Students) for the fall quarter.
September 16	*Friday.* Class work for the fall quarter begins.
October 12	*Wednesday.* University Day.
November 23	*Wednesday.* Thanksgiving Recess begins (1:00 p.m.).
November 28	*Monday.* Thanksgiving Recess ends (8:30 a.m.).
December 8-17	*Thursday to 1:00 p.m. Saturday of following week.* Registration for the winter quarter.
December 13-17	*Tuesday through Saturday (1:00 p.m.).* Examinations for the fall quarter.
December 17 (afternoon)-January 1, 1939	Christmas Recess.

1939

January 2	*Monday.* Registration of new students.
January 3	*Tuesday.* Class work for the winter quarter begins.
March 3-11	*Friday to 1:00 p.m. Saturday of following week.* Registration for the spring quarter.
March 7-11	*Tuesday through Saturday (1:00 p.m.).* Examinations for the winter quarter.
March 12-19	*Sunday through Sunday.* Spring Recess.
March 20	*Monday.* Registration of new students.
March 21	*Tuesday.* Class work for the spring quarter begins.
May 29-June 2	*Monday through Friday.* Examinations for the spring quarter.
June 4-6	*Sunday through Tuesday.* Commencement Exercises.

THE DIVISION OF TEACHER TRAINING

OFFICERS OF ADMINISTRATION

Frank Porter Graham, M.A., LL.D., D.C.L., D.Litt., *President*
Robert Burton House, A.M., *Dean of Administration*
Allan Wilson Hobbs, Ph.D., *Dean of the College of Arts and Sciences*
*Harl Roy Douglass, Ph.D., *Chairman*
Arnold Kimsey King, M.A., *Acting-Chairman*

**THE ADMINISTRATIVE BOARD

*Harl Roy Douglass, Ph.D., *Professor of Education*
Frederick Henry Koch, A.M., Litt.D., *Kenan Professor of Dramatic Literature*
Edgar Wallace Knight, Ph.D., *Kenan Professor of Education*
Francis Foster Bradshaw, Ph.D., *Dean of Students and Professor of Philosophy*
Robert Ervin Coker, Ph.D., *Professor of Zoölogy*
Arthur Melville Jordan, Ph.D., *Professor of Educational Psychology*
Allan Wilson Hobbs, Ph.D., *Professor of Applied Mathematics and Dean of the College of Arts and Sciences*
William Flint Thrall, Ph.D., *Professor of English*
Urban Tigner Holmes, Jr., Ph.D., *Professor of Romance Philology*
English Bagby, Ph.D., *Professor of Psychology*
James Talmadge Dobbins, Ph.D., *Professor of Chemistry*
Samuel Huntington Hobbs, Ph.D., *Professor of Rural Social-Economics*
Arthur Edward Ruark, Ph.D., *Kenan Professor of Physics*
Albert Ray Newsome, Ph.D., *Professor of History*
Oliver Kelly Cornwell, M.A., *Professor of Physical Education*
Guy Berryman Phillips, A.B., *Professor of Education*
Richard Jente, Ph.D., *Professor of German*
Roben J. Maaske, M.A., *Visiting Professor in Education*
Shipp Gillespie Sanders, A.M., *Associate Professor of Latin*
Carleton Estey Preston, Ph.D., *Associate Professor of the Teaching of Science*
Preston Cooke Farrar, M.A., *Associate Professor of the Teaching of English*
Hugo Giduz, A.B., *Associate Professor of the Teaching of French*
Howard Frederick Munch, A.M., *Associate Professor of the Teaching of Mathematics*
Charles Baskerville Robson, Ph.D., *Associate Professor of Political Science*
Lee Marshall Brooks, Ph.D., *Associate Professor of Sociology*
John Minor Gwynn, Ph.D., *Associate Professor of the Teaching of Latin*
Arnold Kimsey King, M.A., *Assistant Professor of the Teaching of History*
Samuel Thomas Emory, A.M., *Assistant Professor of Geology*
Earl Anderson Slocum, M.M., *Assistant Professor of Music*
Rex Shelton Winslow, Ph.D., *Assistant Professor of Economics*
Joseph Edison Adams, Ph.D., *Assistant Professor of Botany*
Walter Spearman, A.B., *Assistant Professor in Journalism*
Russell Train Smith, A.B., *Assistant Professor of Art*

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* Duties assumed in the spring quarter of 1938.

** The Administrative Board of the Division of Teacher Training is composed of the faculty of the Department of Education and one representative from each of the other departments in the College of Arts and Sciences. The Dean of Administration and the Registrar are **ex officio** members of the Board.

GENERAL INFORMATION

HISTORICAL STATEMENT

One of the primary purposes of the University of North Carolina for over a half a century has been the preparation of an adequate number of its students for teaching and administrative positions in the public schools. In accomplishing this purpose the agencies within the University responsible for guiding, directing, and providing professional training for prospective teachers have undergone several revisions. The growth of the University, the phenomenal expansion of the public schools in North Carolina, together with a steadily accumulating body of knowledge and experience in the field of teacher training have made change and adaptation both necessary and desirable. Until 1913 the professional training of teachers was provided by a Department of Education under the College of Liberal Arts. In 1913 there was organized a School of Education, and in 1921 the school was reorganized in such way as to permit it to direct the entire program of its students from the freshman year until graduation. The School had the advantage of providing the prospective teacher with a definite agency for special guidance, but it was not satisfactorily coördinated with the subject matter departments which play a major rôle in teacher training. In 1933 it was discontinued, and some of its functions were merged in that year with the All-University Division of Education as a part of the general program of consolidation. The professional training of under-graduates for teaching once again became the function of the Department of Education under the present College of Arts and Sciences. After 1933 undergraduates who were preparing for teaching were under the direct guidance of their department of specialization in the College of Arts and Sciences. They came to the Department of Education for the professional courses necessary to meet requirements for certification. However, it became apparent during the next four years that there was a need for a definite agency within the College of Arts and Sciences to coördinate the efforts of the Department of Education and of the various departments offering the subject matter needed by the prospective teachers. Coöperation seemed essential in planning programs of instruction and in providing careful guidance for undergraduates who desired to prepare for teaching.

In 1936 a comprehensive study was made of local needs and national trends in teacher training. This led to the formulation of a plan which is intended to combine the resources of the Department of Education and of all the departments in the College of Arts and Sciences for a broad and effective program. The

following announcement was made by the Administration in April 1937:

1. By Trustee sanction and under direction of the All-University Division of Education, a local Division of Teacher Training has been organized as an integral part of the College of Arts and Sciences for the purposes of administration, guidance, and program-making in the field of teacher preparation at Chapel Hill.
2. The Head of the Department of Education shall be the Chairman of the Division of Teacher Training.
3. The Administrative Board of the Division of Teacher Training shall be composed of the members of the Department of Education and at least one member from each of the other departments in the College of Arts and Sciences.
4. The members of the Administrative Board of the Division of Teacher Training shall be nominated by joint conference between the Chairman of the Division and the Head of the department concerned, and appointed by the President of the University.
5. The Division shall have the power within the legislation of the General Faculty to: (a) create an Advisory Committee; (b) set up standards for the selection of students; (c) approve courses in the program for teacher training; and (d) formulate and administer programs for the preparation of public school teachers.
6. As far as possible, all students who are preparing for teaching in public schools shall be under the guidance of this Division; however, other avenues shall be kept open.

During the fall of 1937 the Administrative Board began to function. It selected a smaller advisory committee; authorized a committee to study the problem of selecting students for admission to the Division; constituted committees to formulate and submit undergraduate programs for training teachers in English, modern languages, Latin, dramatic art, social science, natural science, physical education, and music; outlined a plan for guiding students and administering their programs; and adopted a plan for approving new courses. The committees for the formulation of the several programs for teacher training were in each instance composed of members of the department concerned, (or departments in the cases of the social sciences and the natural sciences) together with one member of the Department of Education. They were instructed by the Administrative Board to be guided by the following principles:

1. The usual type of departmental major may not be in harmony with the future needs of students who are preparing to teach.
2. The beginning teacher should have a broad general knowledge of his subject; hence the comprehensive examination should be based upon this assumption rather than upon mastery of some specialized phase of this field.
3. The programs should provide for differences in interests as far as possible within the regulations for certification of the State Department of Public Instruction. If any of these regulations are of doubtful value the State Department should be requested to modify them.

The reports of the several committees were carefully examined by the Administrative Board, and amended in some details, before they were finally approved. The purpose of this bulletin is to describe the organization of teacher-training on the undergraduate level as it is now functioning at the University of North Carolina.*

ADMINISTRATION OF THE DIVISION OF TEACHER TRAINING

For the guidance of students and the administration of undergraduate programs in the Division of Teacher Training, the following procedure was adopted by the Administrative Board of the Division and approved by the Dean of the College of Arts and Sciences:

1. All students who intend to prepare for teaching shall be referred to the Chairman of the Division of Teacher-Training for: (a) guidance and counsel about entering the teaching profession; (b) admission to the Division of Teacher-Training according to the plan outlined below (pages 9-10); (c) approval of courses in Education; and (d) general advice in choosing the field (or fields) in which the student desires to prepare for teaching.
2. The Chairman of the Division shall refer the student, for advice and assistance in planning his major program, to the department of his choice (or division in case of the social sciences or natural sciences). All courses outlined for the student shall be consistent with one of the programs described below (pages 12-15). By joint approval of the Chairman of the Division of Teacher Training and the department or division concerned, minor deviations from these programs or registration changes involving them may be permitted.
3. The student's registration for each quarter shall be approved by the Chairman of the Division of Teacher-Training and conducted under his supervision.
4. Complete records for each student shall be kept in the office of the Chairman of the Division of Teacher-Training.
5. Facilities for placing students in teaching positions shall be centered in the office of the Chairman of the Division of Teacher Training.

EXPENSES

Every effort is made to reduce to the lowest point the necessary expenses of an education at the University. The annual expenses while in residence need not exceed $500.00, and they frequently may be reduced to $450.00. The following is an estimate of the fees for the Junior Year:

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* Graduate instruction in the Department of Education is under the administrative direction of the Graduate School and is not included in this bulletin.

Board at $25.00 a month, estimated vacations omitted	$200.00
Dormitory room at $7.50 a month, plus dormitory social fee of $1.00	68.50
Tuition at $25.00 a quarter	75.00
Matriculation and student fees $24.50 a quarter	73.50
Laundry deposit at $8.50 a quarter	25.50
Books and supplies, estimated for year	30.00
Total for North Carolina residents	$472.50
Differential fee charged non-North Carolina residents at $33.34 a quarter	100.00
Total for out-of-state residents	$572.50

EDUCATIONAL CLUB

A club composed of students in the Division meets on a regular schedule. Its purposes are both professional and social. The programs attempt to bring before the group current educational topics and outstanding leaders in the field.

FIELD SERVICE

Members of the Staff of the Department of Education and of other departments are available for such activities as: teachers' conferences, special projects connected with the curriculum, plans for reorganization, and general professional service. The expenses for these services must be carried by the local school system.

PART-TIME RESIDENT WORK AND INSTITUTES

It is the policy of the University to allow teachers and administrators in service proportionate resident credit for regular classes conducted in Chapel Hill during the afternoon or on Saturday morning. Courses are offered carrying both graduate and undergraduate credit.

The Division conducts clinics and institutes to meet the special needs and interests of teachers and administrators. Announcements are made about these as they are planned.

LIBRARY FACILITIES

The General Library of the University contains more than 350,000 volumes. For all the fields in which programs for teacher-training are offered, the facilities are unusually good. In addition, most of the important recent books on education written in English, all of the more important educational journals and periodicals, and a large collection of National and State reports are in the library.

FACILITIES FOR STUDENT TEACHING

Since 1926 the University has had an agreement with the Chapel Hill School Board permitting the use of the local public high school as a training school. In 1936 a new plant was built on a site provided by the University. The maintenance of the plant and the employment of the Superintendent are joint responsibilities of the School Board and the University.

Under this agreement facilities are provided for observation and for directed teaching in English, French, Latin, mathematics, natural science, and the social sciences. The head of each of these departments is a member of the staff of the Department of Education assigned to regular teaching duties in the high school. In addition to supervising directed teaching, these instructors teach courses in the Department of Education dealing with materials and methods of instruction in their special fields. Arrangements have been made for students in music and physical education also to secure directed teaching.

In order to safeguard the welfare of pupils in the school, the right is reserved to refuse registration for directed teaching to any student who is deemed either unprepared or lacking in aptitude for teaching.

PLACEMENT BUREAU

The Placement Bureau is operated as a service agency for teachers beginning their work and for those who desire new positions. Its purpose is to guide students into the most appropriate positions and then to follow and assist them in their professional development. Students should register with the bureau at least two quarters before graduation and maintain contacts with it throughout the year. Recommendations of candidates will depend upon their records in scholarship, citizenship, and all-round development.

ADMISSION

1. Any student who is eligible for admission to the College of Arts and Sciences may apply for admission to the Division of Teacher Training. Each student is advised to apply during his last quarter in the General College. A Committee on Admissions appointed by the Chairman of the Division will review and pass upon the application of each candidate.

2. In considering a candidate for admission to the Division, the following major factors will be considered: (a) scholarship record in high school and college; (b) skill in oral and written expression; (c) physical and emotional health; (d) personality; and (e) qualities of citizenship.

3. The admission of a student will be tentative, pending a continuous and careful study of his progress. Not later than the beginning of his third quarter in the Division, the Committee on Admissions will notify any student whose scholastic record or aptitude for teaching it deems unsatisfactory that further study in the Division of Teacher Training is inadvisable and not available. It is understood that students not so notified may continue their programs in the Division.

HIGH SCHOOL TEACHERS' CERTIFICATES

Efficiency as a teacher or school officer is the chief consideration with which the Division of Teacher Training is concerned, and this cannot be acquired by merely adding college credits. Students who are not well qualified for teaching should not expect to receive a teaching certificate, however many courses they may have "passed."

Because North Carolina has relatively few high schools large enough to employ teachers who have specialized in a single subject-matter field, a student who plans to teach in North Carolina high schools should be thoroughly trained in at least two teaching fields. One who is able to teach both Latin and English, for example, will have several times as many opportunities for a position as he would have if he had prepared to teach Latin only, or English only. There are few if any positions available to inexperienced persons who can teach chemistry only, physics only, or botany only. On the other hand, the opportunities for one who can teach all the high school sciences and mathematics as well are fairly good. The Division advises students, therefore, to prepare to teach in more than one high school subject-matter field, even though such preparation would leave little or no opportunity for taking elective courses. The regulations of the State Department of Public Instruction of North Carolina regarding the certification of high school teachers recognize the advisability of preparing to teach in at least two fields and make provision for it.

***North Carolina State Requirements for High School Teachers' Certificates**

HIGH SCHOOL TEACHERS' CERTIFICATES
ISSUES AS OF JULY 1, 1931, WITH THE REVISIONS OF 1933

Graduation from a standard four year college is assumed. With that understanding, the requirements are as follows:

I. The *Professional Requirements* common to all certificates shall be:

1. Educational Psychology _____ 2 sem. hrs.**

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* Any student who wishes to prepare for teaching in some other state than North Carolina should obtain a statement of the requirements of that state before planning his program for the last two years in college. The Chairman of the Division will, upon request, be glad to assist any student in securing such a statement of the requirements for certification elsewhere.

** Two semester hours are the equivalent of three quarter hours.

2. Principles of High School Teaching
   or
   Problems in Secondary Education _____ 2 sem. hrs.
3. Materials and Methods (one field) _____ 2 sem. hrs.
4. Observation and Directed Teaching (one or both fields) _____ 3 sem. hrs.
5. Electives in the Department of Education _____ 9 sem. hrs.

18 sem. hrs.

II. The *Subject Matter Requirements* for the teaching of any subject shall be:

1. For English _____ 24 sem. hrs.
   This shall include:
   a. Grammar, Composition, and Rhetoric
   b. American Literature
   c. English Literature

2. For French _____ 18 sem. hrs.
   This is based on two units of entrance credit in French. If no entrance credit is presented, the applicant must have 24 semester hours, or 18 hours in addition to Elementary French.
   The requirements for certification in any other modern foreign language will be the same as to entrance and college credits as for the teaching of French.

3. For Latin _____ 24 sem. hrs.
   This is based on two units of entrance credit in Latin, to be reduced six semester hours for each additional unit of entrance credit.

4. For Mathematics _____ 15 sem. hrs.
   Additional credit for six semester hours in Mathematics would be desirable.

5. For Public School Music _____ 30 sem. hrs.
   Credit for three semester hours in Voice must be included.
6. For Natural Science _____ 30 sem. hrs.

   This shall include:
   a. Biology
   b. Chemistry
   c. Physics
   d. Geography

   A certificate to teach any one science, e.g., biology, may be secured by presenting credit for a minimum of 30 semester hours in science, including a major in the particular science in which the certificate is desired.
   It is recommended that the teacher of science have credit for at least 36 semester hours, with not fewer than six semester hours in any one of the four sciences.
7. For Physical Education _____ 30 sem. hrs.
8. For Social Science _____ 24 sem. hrs.

   This shall include:

   a. Ancient and Medieval History
   b. Modern European History } _____ 12 sem. hrs.
   c. History of the United States
   d. Political Science or Government _____ 3 sem. hrs.
   e. Electives from:
      (1) Economics
      (2) Sociology
      (3) History of North Carolina
      (4) From a, b, c and d above _____ 9 sem. hrs.

PROGRAMS OF INSTRUCTION

The Division of Teacher Training is administratively a part of the College of Arts and Sciences, and the degree of Bachelor of Arts or of Bachelor of Science in Science Teaching is awarded to one who completes the requirements as outlined. The programs are planned to meet not only the minimal requirements for certification in North Carolina, listed above, but also to provide as far as possible the broader education which well-trained teachers should have. Teachers who are qualified for certification in two subject-matter fields find it much easier to secure positions.

Each student in the Division of Teacher Training must follow the program of courses in Education outlined below. In addition, he is required to select as his major field of preparation a program from one of the following: English, French, Latin, mathematics, music, natural sciences, physical education, or social sciences. A comprehensive examination is a part of the requirement for the completion of each major program.

In order that students may prepare to teach in two fields, minor programs also are outlined. Each student is strongly advised to select one of these. Any combination of major and minor programs will be permitted, but the Chairman of the Division should be consulted regarding desirable teaching combinations. When a student chooses to prepare in only one field, his electives must be approved by the Chairman of the Division.

EDUCATION

All students in the Division of Teacher Training are required to take the following courses in education which meet the regulations for certification in North Carolina: Education 41; 71; 98 or 99; Materials and Methods, one course; Directed Teaching, one course; and elective in Education, one course.

DRAMATIC ART

Students who choose a minor program in Dramatic Art are required to take: Dramatic Art 63; 64; and two additional courses selected from Dramatic Art 155, 161, and 162.

ENGLISH

Students who choose a major program in English are required to take: English 81; English 50; English 70, or by special permission 95; English 88, or 141, or by special permission 131; and unless exempted for sufficient reasons a course from one or two

of the following groups: English 41, 42, or 44; English 52, 53, or 54; and English 95. Students shall select additional electives to make a total of thirty-five quarter hours chosen in consultation with the departmental adviser. Not more than one of these two electives may be chosen from courses in composition and oral expression. Among the courses offered by the English Department special attention is called to the following: English 82, 89, 91, 95, 99, 125, and 163. A student with a major in English whose minor is Dramatic Art may elect English 162, Modern Drama, as one of these electives if he has not included it in his minor program. In approved cases, a course in English History, or a course in logic (e.g., Philosophy 66), or a course in Comparative Literature (e.g., courses 61, 62, 87, 137, or 165), or Journalism 53, News-Writing, may be counted instead of a course in English as one of these electives.

Students who choose a minor program will be required to take: English 81; English 50; English 88, or 141, or by special permission one of the following: English 70, 95, 99, 125, or 131; unless exempted one of the following: English 52, 53, or 54; or when exempted from the latter requirement, an approved elective.

FRENCH

Students who choose a major program in French are required to take the following courses: French 51; 52; 71; 72; 126; 145; and 55 (when required), or 109, or 192. Those choosing a minor program will take: French 55 (when required), or 51; 71; 72; and 145. French 55 is required of all students whose knowledge of grammar is considered unsatisfactory.

LATIN

Students who choose a major program in Latin are required to take the following courses: Latin 71; 51 or 52; and four additional courses, one of which must be a course in translation, from: Latin 62, 76, 101, 102, 103, 104, 105, and 112. Those who choose a minor program will take only two instead of four courses in addition to Latin 71 and 51 or 52.

MATHEMATICS

Students who choose a major program in mathematics are required to take the following courses: Math. 21-22-23, or 31-32-33; Math. 103 and additional courses in mathematics to make a total of thirty quarter hours. It is recommended that the additional courses be selected from Math. 51-52, 104, and 131.

Those who choose a minor program will take twenty quarter hours from the major program.

MUSIC

Students who desire a major program in music must plan their work so as to include, in addition to the prescribed departmental program leading to the Bachelor of Arts degree, the courses in Education listed above. The student desiring to specialize in instrumental music should include at least two courses, selected according to his major instrument. Those who choose a minor program in music will take the following: Music 4-5-6; music 24-25-26, or any two from Music 54, 55, 56; and three quarter hours instruction in voice.

NATURAL SCIENCE

The degree of Bachelor of Science in Science Teaching is designed to prepare students for teaching both natural science and mathematics. Any student who desires this degree should plan his courses from the beginning of his freshman year to coincide with the following four-year program.

	Quarter Hours
English 1-2-3; 21-22-23	18
Foreign Language 11-12-13; 21-22-23	18
Social Science 1-2-3	9
Mathematics 1-2-3; 21-22-23, or 31-32-33; and 103	23 or 29
Chemistry 1-2-3; 31; and one other course	24
Physics 21-22-23; and one other course	17
Botany 41; 43	12
Geography 31-32-33, or in special cases 2 others	12
Zoölogy 41-42; and 103, or one other	17
Education 41; 71; 92; 98, or 99; 191; and one other	30
Hygiene 1-2-3	6
Electives	6 or none
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Students interested in a major program in natural science leading to the Bachelor of Arts degree will consult the Chairman of the Division of Natural Science or his representative for advice in planning a suitable program.

The student who desires a minor program, including the minimum number of courses necessary for a teacher's certificate in North Carolina, should take the following courses or their equivalent during his four years in the University: Physics 21-22-23;

Chemistry 1-2-3; Botany 41; Zoölogy 41; one course in Geology or Geography; and one additional course in natural science to make a total of at least 45 quarter hours.

HEALTH AND PHYSICAL EDUCATION

Students who choose a major program in Health and Physical Education are required to take the following courses: Physical Education 51, 52, 53, 71, 72, and 73; and Health Education 61 and 62. Those who choose a minor program will select four courses from the following: Physical Education 51, 52, and 53; and Health Education 61 and 62. In both the major and minor programs the student must take Health Education 63 as one of his required courses in the Department of Education.

SOCIAL SCIENCE

As prerequisite to either the major or minor programs in social science and to satisfy certain basic requirements for certification all students must have the following courses or their equivalent: Social Science 1-2-3, History 21-22-23, and Political Science 51. It is recommended that these courses be completed by the end of the sophomore year. The student who chooses a major program must then pursue one of the following plans:

(1) A major of 6 or 7 courses as prescribed by one of the following departments in the Division of the Social Sciences: Economics, History, Political Science, Rural Social-Economics, or Sociology.

(2) A major in Social Science consisting of the following courses or their equivalent: Economics 61 and 62; two courses of five hours each in history which are open to juniors and seniors; Rural Social-Economics 101, except in case of out-of-state students who may substitute Rural Social-Economics 51 or 71; and Sociology 51, and either 151 or 181.

Students who choose a minor program are required to take, in addition to the prerequisite work mentioned above, three additional courses of five hours each selected from any of the following fields: economics, history, political science, rural social-economics, or sociology.

DESCRIPTIONS OF COURSES

DEPARTMENT OF EDUCATION

Professors: *H. R. Douglass, **M. C. S. Noble, E. W. Knight, A. M. Jordan, G. B. Phillips. Visiting Professor: Roben J. Maaske.

Associate Professors: C. E. Preston, P. C. Farrar, H. F. Munch, Hugo Giduz, J. M. Gwynn. Assistant Professor: A. K. King.

Instructor: W. D. Perry.

Teaching Fellow: W. J. E. Crissy. Assistants: Lubin Leggett, W. E. Conrad.

Courses for Undergraduates

41. GENERAL INTRODUCTION TO THE STUDY OF EDUCATION (5). Required of all prospective high school teachers.

This course attempts to aid prospective teachers in obtaining a general understanding of the philosophy and procedures of public education. It introduces the history, traditions, organization, and purposes of public schools. An attempt is made to help each student to examine his own abilities, limitations, interests, and personality in the light of requirements for successful teaching of high school students. Textbook, class exercises, outside observations and readings, and special reports will be required. *Five hours a week, every quarter.* Professor Maaske.

42. INTRODUCTION TO THE HISTORY OF EDUCATION IN THE UNITED STATES (5). Prerequisite, Education 41. Sophomore elective; to be admitted to the course a junior or senior must have the special permission of the Chairman of the Division.

A survey of the principal factors in the growth and development of education in the United States designed to throw light on present day problems. *Five hours a week, spring quarter.* Professor Knight.

71. EDUCATIONAL PSYCHOLOGY (5). Required of all prospective high school teachers.

To consider critically such topics as the original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, and mental measurements is the purpose of this course. Lectures, textbooks, laboratory. *Four lecture and two laboratory hours a week, every quarter.* Professor Jordan.

82. DIRECTED TEACHING OF HIGH SCHOOL ENGLISH (5). Prerequisite, courses to be determined by the instructor.

The purpose of this course is to provide actual practice in teaching high school classes in English under supervision. It will be initiated by observation of teaching, study of the material taught, and preparation of lesson plans. *Five hours a week, every quarter.* Professor Farrar.

84. DIRECTED TEACHING OF HIGH SCHOOL FRENCH (5). Prerequisite, courses to be determined by the instructor.

In this course the student carries out as far as possible the plan evolved in Education 183. From participation through a period of observation, the student gradually reaches the active stage of teaching. During the latter half of the term he has sole charge of the class, always, of course, under the supervision of the instructor. Daily lesson plans and conferences for the discussion of each day's work. *Five hours a week, every quarter.* Professor Giduz.

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* Duties assumed in the spring quarter of 1938.

** Kenan Professor Emeritus.

86. DIRECTED TEACHING OF THE SOCIAL STUDIES (5). Prerequisite, courses to be determined by the instructor.

In this course the student will at first attend a high school class in history or community civics and observe the methods and techniques of conducting the class. When, in the judgment of the instructor, the student is sufficiently familiar with the correct methods, he will be permitted to conduct the class under the supervision of the instructor. After each class conducted by the student teacher his work will be discussed and criticized in conference with the supervisor. *Five hours a week, every quarter.* Professor King.

88. DIRECTED TEACHING OF HIGH SCHOOL LATIN (5). Prerequisite, courses to be determined by the instructor.

The teaching of Latin in the practice school will be observed closely by students for a time; the work of the classes observed will be fully discussed. After such intensive observation work, the students will be required to work out individual lesson plans for the classes observed. When the instructor believes that the students have learned the correct procedures he will provide each of them with a class to teach under his supervision. Critical reports and discussions of the class work of each student teacher will follow. *Five hours a week, every quarter.* Professor Gwynn.

90. DIRECTED TEACHING OF HIGH SCHOOL MATHEMATICS (5). Prerequisite, courses to be determined by the instructor.

This course familiarizes the student with the actual classroom situation. It consists of the following steps: mastery of subject matter to be taught; preparation for teaching by observation, making lesson plans, and conferences with the instructor; actual teaching; and discussion with the instructor of techniques used and results obtained. Teaching by the student is the feature of the course. *Five hours a week, every quarter.* Professor Munch.

92. DIRECTED TEACHING OF HIGH SCHOOL SCIENCE (5). Prerequisite, courses to be determined by the instructor.

The object of this course is to give the student familiarity with the science classroom and laboratory in operation. Entering first as an observer he will gradually be allowed to take over more and more of the work as he is considered qualified to do so. Conferences with the instructor will be an important part of this course. *Five hours a week, every quarter.* Professor Preston.

98. GENERAL METHODS IN SECONDARY EDUCATION (5). Required of all prospective high school teachers who do not offer Education 99. Prerequisite, Education 71.

The first half of this course deals with the aims of high school teaching and the outcomes of learning. In the second half an evaluation of the various techniques and methods of instruction commonly used in high schools is attempted. The course includes a limited amount of observation in the training school. *Five hours a week, winter quarter.* Professor Maaske.

99. PRINCIPLES OF SECONDARY EDUCATION (5). Required of all prospective high school teachers who do not offer Education 98. Prerequisite, Education 71.

A study of the American high school, its evolution, organization, administration, functions, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are looking toward teaching positions in secondary schools. Textbooks, lectures, assigned readings, and reports. *Five hours a week, fall or spring quarter.* Professor Douglass.

Courses for Graduates and Advanced Undergraduates

101. INTRODUCTORY COURSE IN SCHOOL ADMINISTRATION (5).

This course will consider the most important problems of school administration, especially as these problems bear on the success of the teacher's work. Students without teaching experience, or teachers without a knowledge of administrative problems, should not register for the more specialized courses in the field of administration until after completing this course. Textbooks, observations, and discussions. *Five hours a week, fall quarter.* Professor Maaske.

†102. THE ELEMENTARY SCHOOL PRINCIPALSHIP (5).

The qualifications, duties, and opportunities of the elementary school principal as an educational leader will be carefully examined. Attention will be given to the practical organization of the staff, the instructional program, extra-curricular activities, and all the other professional responsibilities of the principal. *Five hours a week, winter quarter.* Professor Phillips.

†103. ELEMENTS OF STATISTICAL METHODS (5). Prerequisites, Education 71 or Psychology 21-22-23.

This course provides the statistical training needed for understanding reports of modern educational investigations. Methods of collecting data for educational, psychological, and social studies, procedures and devices used in tabulating data, calculating measures of average, dispersion, and correlation, and dangers in interpreting calculated index numbers will be given special attention. Readings, demonstrations, daily problems, special reports, and critical discussions. *Five hours a week, alternate spring quarters.* Professor Jordan.

†105. GUIDANCE AND ADMINISTRATION OF PUBLIC SCHOOL PUPILS (5). Prerequisite, four full courses in education, including one in administration, two years of successful teaching experience.

This course undertakes not only to acquaint the student with the extensive literature of scientific research in pupil personnel work, but also to develop through actual handling of individual records, reports, and materials as many as possible of the important skills required of the principal in the classification and promotion of pupils, in program making, in organization of pupil activities, in student government, in athletics, etc. *Five hours a week, fall quarter.* Professor Douglass.

†106. GENERAL PRINCIPLES OF OCCUPATIONAL DIAGNOSIS AND GUIDANCE (5). Prerequisite, practical experience and at least two years of psychology and education.

This course is designed to provide a broad introduction to this field for graduate students who have had adequate training in general psychology and some practical experience in business, industry, or a profession. Two fairly distinct groups of students are invited to register for the course: (a) those who plan to become personnel or placement officers in public employment offices, industrial and commercial firms, schools, or colleges; (b) teachers, supervisors, and administrative school officers. *Five hours a week, spring quarter.* Professor Bradshaw.

110. PHILOSOPHY OF MODERN EDUCATION (5).

The biological, psychological, and sociological principles underlying modern life in a democracy will be examined critically as a basis for a sound philosophy of modern education. Readings, reports, observations, and discussions. *Five hours a week, winter quarter.* Professor Bradshaw.

142. HISTORICAL FOUNDATIONS OF MODERN EDUCATION (5).

This course traces the development of some of the more important edu-

† Not given, 1937-1938.

cational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. Textbooks, lectures, investigations, and reports. *Five hours a week, winter quarter.* Professor Knight.

143. SOCIAL AND EDUCATIONAL HISTORY OF THE UNITED STATES (History 170) (5).

The social and educational institutions and practices of the United States are traced through: (a) the period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of a social and an educational system of free common schools, high schools, and higher and technical education in harmony with the political and social ideals and institutions of America. Textbook, lectures, investigations, and reports. *Five hours a week, fall quarter.* Professor Knight.

145. COMPARATIVE EDUCATION (5).

This is a course in comparative education with emphasis upon the modern educational experience of and the more significant educational movements in certain foreign countries. Attention will be given to education as a means of national advancement and to the development of retarded national cultures through education. *Five hours a week, spring quarter.* Professor Knight.

146. CONTEMPORARY ISSUES AND TRENDS IN EDUCATION (5).

A study of tendencies and developments in elementary, secondary, and higher education and in teacher training in the United States since 1900. *Five hours a week, spring quarter.* Professor Knight.

†152. THE TEACHING AND SUPERVISION OF THE LANGUAGE ARTS IN THE ELEMENTARY GRADES (5).

Oral and written expression, spelling, penmanship, and grammar will be considered during the first half of this course. Reading and children's literature will be discussed during the second half of the course. The techniques and procedures available for improving the quality of instruction in these fields will be given primary attention. *Five hours a week, alternate fall quarters.* Professor .....

†154. THE TEACHING AND SUPERVISION OF THE SOCIAL STUDIES IN THE ELEMENTARY GRADES (5).

The problems of supervising elementary school teachers of history, geography, and citizenship will be discussed in this course. *Five hours a week, spring quarter.* Professor King.

†155. THE TEACHING AND SUPERVISION OF THE NATURAL SCIENCES IN THE ELEMENTARY GRADES (5).

Nature study and elementary science, including physical geography, will be considered in this course. *Five hours a week, spring quarter.* Professor Preston.

160. CURRICULUM CONSTRUCTION (5).

The construction and organization of the curricula of the elementary and secondary schools when based upon human needs. Includes consideration of the teacher's function in curriculum construction, objectives of the school subjects, sources of curricular material and criteria for evaluating it, selection and organization of the pupil-activities through which the objectives may be attained. *Five hours a week, fall quarter.* Professor Gwynn.

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† Not given, 1937-1938.

163. IMPROVEMENT AND EVALUATION OF CLASSROOM INSTRUCTION (5).

The general and specific objectives of instruction are agreed upon in the early meetings of this course. Criteria are then developed for evaluating the materials, techniques, activities, and outcomes of instruction. The latter part of the course consists in applying the criteria to actual classroom lessons in an attempt to develop skill in observing, evaluating, and improving instruction. *Five hours a week, alternate spring quarters.* Professor .....

†164. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION (5). Prerequisite, Education 71 or Psychology 21-22-23.

Methods of measuring and improving the results of instruction in the elementary school will be given detailed consideration in this course. Students will be made acquainted with the most important tests and scales and will be given some experience in interpreting the results both statistically and practically. *Five hours a week, alternate winter quarters.* Professor Jordan.

171. GROWTH AND DEVELOPMENT OF THE SCHOOL CHILD (5). Prerequisite, one course in General Psychology or Educational Psychology.

An intensive study of the physical, intellectual, and emotional changes characteristic of childhood and youth. Special emphasis is placed on the consideration of adolescent interests in their relation to instruction. *Five hours a week, alternate spring quarters.* Professor Jordan.

†173. MENTAL MEASUREMENTS (5). Prerequisite, Education 71 or Psychology 21-22-23.

A study of mental tests, both individual and group. The origin of tests will be first considered, followed by a comparative study of the various types of group and individual tests. Ample opportunity will be offered for the actual administration of tests and the interpretation of results. *Five hours a week, alternate spring quarters.* Professor Jordan.

s179a. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL INSTRUMENTAL MUSIC (2½).

Supplementing the class instruction in band and orchestral instruments, this course is designed to give the student the necessary preparation for organizing and teaching instrumental music. Discussions and comparative study of materials and methods. *Five hours a week for six weeks, Summer Session.* Professor .....

s180a. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL CHORAL MUSIC (2½).

The principles and practice of choral singing, including the choral technique employed in training *a capella* ensembles, with a survey of music materials suitable for school, college, and church choirs. *Five hours a week for six weeks, Summer Session.* Professor .....

181. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL ENGLISH (5). Prerequisite, courses to be determined by the instructor.

This course is designed to give practical preparation for the teaching of English in high schools. It includes consideration of the aims, courses of study, and methods found most effective in the teaching of grammar, composition (oral and written), and the different types of literature to pupils of high school age. Applicants should be thoroughly grounded in the fundamental principles of English grammar, should write and speak well, and should have more than average ability to appreciate literature. *Five hours a wee, fall or spring quarter.* Professor Farrar.

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† Not given, 1937-1938.

183. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL FRENCH (5). Prerequisite, courses to be determined by the instructor.

In this course the student studies the development of modern language teaching. Particular stress is laid on present-day tendencies, more especially in connection with pronunciation, phonetics, reading, "realia," activities, texts, etc. Weekly reports on readings. Term paper. *Five hours a week, every quarter.* Professor Giduz.

185. MATERIALS AND METHODS OF TEACHING THE SOCIAL STUDIES (5). Prerequisite, courses to be determined by the instructor.

This course is required of all students who are preparing to teach high school history and other social studies. Such problems as planning and organizing the course, textbooks, and library equipment, maps, pictures, and other visual aids will be considered. Following these will be a discussion of various problems such as the recitation, teaching pupils how to study, the lecture, textbook, topical problem and source methods, written work, and testing results. Textbooks, lectures, discussions, special investigations, and reports. *Five hours a week, fall or winter quarter.* Professor King.

187. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL LATIN (5). Prerequisite, courses to be determined by the instructor.

This course is designed primarily for students who plan to teach high school Latin, whether as a major or minor subject. The history of the teaching of Latin will be discussed along with modern tendencies of instruction in this field. A special study will be made of high school Latin texts, and reports and discussions will emphasize the various methods used in teaching them. Helpful bibliographies will be compiled and examined. *Five hours a week, winter or spring quarter.* Professor Gwynn.

189. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL MATHEMATICS (5). Prerequisite, courses to be determined by the instructor.

A course designed to give those preparing to teach mathematics in high school a comprehensive view of that field. It is composed of six units as follows: history of mathematics, objectives of mathematics teaching, materials, methods, the psychology of mathematics teaching, and measuring achievement in the field of mathematics. Reading and reports on these units will be required. *Five hours a week, fall or spring quarter.* Professor Munch.

191. MATERIALS AND METHODS OF TEACHING HIGH SCHOOL SCIENCE (5). Prerequisite, courses to be determined by the instructor.

Knowledge of science content is assumed. This course considers the objectives and curriculum position of secondary school science, the proper teaching viewpoint, instruction techniques, selection and use of equipment. The development of secondary school science in response to changing economic, social, and educational conditions is briefly studied. Assigned readings introduce the important literature. *Five hours a week, every quarter.* Professor Preston.

193. MATERIALS AND METHODS OF TEACHING DRAMATICS IN HIGH SCHOOLS (5). Prerequisite, courses to be determined by the instructor.

This course includes consideration of the teaching of oral English, the correction of faults in speech, the teaching of dramatic literature and of playwriting, the selection and production of plays, and the direction of dramatic clubs in secondary schools. *Five hours a week, winter quarter.* Professor Farrar.

194. MEASUREMENTS IN SECONDARY EDUCATION (5). Prerequisite, Education 71 or Psychology 21-22-23.

Standard tests for measuring the results of secondary school instruction will be examined and discussed. Special attention will be given to the results and needs in North Carolina high schools. Students will be expected to become fairly familiar with the tests and scales and to develop some skill in interpreting results. *Five hours a week, alternate winter quarters.* Professor Jordan.

196. THE ORGANIZATION AND ADMINISTRATION OF SECONDARY SCHOOLS (5).

This course will consider such topics as the following: organization of secondary school units; housing; selecting and assigning the staff; schedule making; public relations and publicity; organization of guidance and of extra-curricular activities; pupil, equipment, and internal fund accounting and related problems of administration; government; and problems relating to instruction. *Five hours a week, winter quarter.* Professor Douglass.

†197. SOCIAL POLICY AND EDUCATION (5).

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy. *Five hours a week, spring quarter.* Professor .....

199. PRINCIPLES OF SECONDARY EDUCATION (5). Prerequisite, Education 71 or equivalent.

This course will embrace a study of the American high school, its evolution, organization, administration, functions, and problems. It is designed primarily for high school teachers, high school principals, and graduate students who are looking forward to high school principalships. *Five hours a week, spring quarter.* Professor Douglass.

*DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Professor: O. K. CORNWELL.
Associate Professors: R. B. LAWSON, W. F. LANGE.
Assistant Professors: F. T. SIEWERT, HERMAN SCHNELL.
Instructor: M. Z. RONMAN.

51. PRINCIPLES OF PHYSICAL EDUCATION (5).

A study is made in this course of the bases for physical education in the present organization of society; the relations of physical education to general education practice; standards for judging physical education practice; and in the psychological, sociological, and hygienic guides to be used in the selection of materials and methods. *Five hours a week, fall quarter.* Professor Cornwell.

51a. Laboratory work of six hours weekly is required in the coaching of track and field events. This course will present the coaching of standard track and field events for men. In addition to techniques and procedures for development of individual performers, attention is given to placement of men in a team for effective results, and other aspects of team play and coöperation. Messrs. Fetzer, Ranson; Assistants.

52. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (5).

This course deals with problems and procedures in physical education, including classification of students, organization of program, class schedules, teaching load, equipment, records, administration of a gymnasium,

† Not given, 1937-1938.
* The work is under the joint control of the Department of Education and the Athletic Council.

and other pertinent materials. *Five hours a week, winter quarter.* Professor Cornwell.

52a. Laboratory work of six hours weekly is required in the coaching of football. This will deal with the game from the point of view of the coach, presenting fundamental training, plays, signals, offensive and defensive plans, tackling, blocking, interference, punting, drop kicking, and place kicking. Strategy in play, the technique of formations, the value and defects in various shifts, and other essentials of play will be presented. Mr. Wolf; Assistants.

53. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (5).

This course is designed to acquaint students with various tests and measurements in the fields of health and physical education. Special attention is given to test construction, scoring, and methods of using results. Various tests now in use will be evaluated. *Five hours a week, spring quarter.* Professor Cornwell.

53a. Laboratory work of six hours weekly is required in the coaching of basketball. This course will present fundamentals of coaching in terms of shooting, passing, dribbling, footwork, and guarding. In addition, form and technique for individual positions, selecting and placing of men, offensive and defensive formations, and various styles of team play. Messrs. Shepard, Skidmore; Assistants.

61. HEALTH EDUCATION (5).

This course presents personal and general hygiene as a means for the improvement of living; a study of the problems of living as they involve the health of the adult; and problems of the adjustment of the individual to general conditions of rural and urban life. Various aspects of public school health teaching receive consideration. *Five hours a week, fall quarter.* Professor Cornwell.

61a. Laboratory work of six hours weekly is required in the coaching of baseball. This course will be devoted to defensive styles of play for different situations in the game, team play, individual play in different positions, the handling of pitchers, signals, batting, fielding, sliding, baserunning, and other technical and strategical procedures in play. Mr. Hearn; Assistants.

62. HEALTH EDUCATION (5).

This course includes a general survey of principles of sanitary science and their application to water, milk, and food; the disposal of sewage and garbage; ventilation; and school, home, and community health problems, icluding child and adult hygiene. *Five hours a week, winter quarter.* Professor Cornwell.

62a. Laboratory work of six hours is required in physical education games of low organization. The object of this course is to develop skill in and familiarity with a wide variety of physical education activities suitable for schools and recreation centers. Mass athletics, marching, tumbling, and stunts, volley ball, hand ball, and many other activities adaptable to groups differing in age and skill will be offered. Messrs. Siewert, Schnell; Assistants.

63. HEALTH EDUCATION (5).

This course presents methods and materials for the teaching of health and the handling of school health problems; the methods and subject matter used in presenting hygiene to students; and a study of the opportunities for integration of health materials with other subjects of the organized curriculum. *Five hours a week, spring quarter.* Professor Cornwell.

63a. Laboratory work of six hours weekly is required in the coaching of boxing and wrestling. This course is designed to acquaint students

with the various techniques in both offensive and defensive boxing and wrestling. Methods of teaching the various skills to both individuals and groups will be considered. Messrs. Ronman, Quinlan; Assistants.

64. DIRECTED TEACHING OF PHYSICAL EDUCATION (5). Prerequisite, courses to be determined by instructor.

This course is designed to give the student experience and practical work in the classroom and gymnasium, and on the play field. Actual teaching, the making of lesson plans, conferences with the instructor, and discussion of various techniques used make up the content. *Five hours a week.* Professor Siewert.

71. ANATOMY (5).

This course is designed to teach the fundamentals of gross anatomy of the human body by means of lectures and demonstrations, using charts, models and drawings. Students are supplied, through the coöperation of the University Medical School, with sets of typical bones from the human body and are permitted to use the anatomy laboratory for practical demonstrations on the human cadaver. Practical observations are made to illustrate the anatomical or common athletic injuries and methods of their treatment. Supplementary lectures are given by members of the Department of Anatomy of the Medical School. *Five hours a week, fall quarter.* Professor Lawson.

72. PHYSIOLOGY (5).

Prerequisite, Physical Education 71 or the equivalent of Zoölogy 41 and 42.

A lecture course in elementary physiology, covering the muscular, cardio-respiratory, nervous, gastro-intestinal, and reproductive systems. *Five hours a week, winter quarter.* Professor Lawson.

73. INDIVIDUAL PHYSICAL EDUCATION (5).

Theory and practice in making a physical education program meet the needs of handicapped individuals, fundamental principles in the selection and adaptation of activities in corrective procedures, abnormal conditions that come to the attention of the physical educator, methods of examining and determining individual needs, activity programs of both formal and informal character to meet the needs in schools and colleges, will be the problems dealt with in this course. *Five hours a week, with a laboratory requirement, spring quarter.* Professor Lawson.